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ABSTRACT

This manual is designed to help school personnel implement a social studies program in grades K-12 in New York State. It provides the State mandates for social studies, recommends the scope and sequence of the social studies program, and suggests a procedure for implementing social studies revisions at the local level. How to form a local social studies committee is dealt with in the first of six sections. Section two, on social studies needs assessment, presents a curriculum guidelines-based approach (based on the National Council for Social Studies guidelines) that local districts may use to examine their own social studies programs. It also discusses standard school curriculum in New York State recommended on the bases of education law, regulations of the Commissioner of Education, and Regent's rules as well as the tradition of common and successful practice statewide. The development of goals and objectives is discussed in section three. Section four focuses on the development of the program, emphasizing the selection of instructional materials and inservice orientation of staff. In section five, dealing with the implementation of the program, a feasible program timeline is suggested, and monitoring and evaluating programs, evaluating student progress, and involving parents and the community in social studies programs are discussed. Last, there is a brief summary. Included in the guide are a needs assessment instrument, an elementary textbook evaluation form, an inservice planning guide, a survey program evaluation form, and a classroom climate checklist for elementary students. (NE)

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SUPERVISION MANUAL:

SOCIAL STUDIES PROGRAM

By

Lester John Szabo

SP 013 961

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
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FOREWORD

The Supervision Manual: Social Studies Program is designed to help school personnel implement an articulated social studies program. It provides the State mandates for social studies K-12, the recommended scope and sequence of the K-12 social studies program in New York State, and a suggested procedure for implementing social studies revisions at the local level.

The publication of this manual was part of a cooperative curriculum development process with the Boards of Cooperative Educational Services (BOCES) and the Department. The Erie II BOCES served as the coordinating site.

Many people have participated in the development of this manual. The need for providing a handbook to assist those with responsibility for implementing social studies programs was identified by the Elementary Social Studies Revision Advisory Committee. The members of this committee were: Michael G. Fischer, Social Studies Department Chairperson, Alden High School, Alden; Joyce Fonollosa, Bilingual Teacher, Public School 133, Brooklyn; Florence Jackson, Director of Social Studies, New York City Board of Education, Brooklyn; Joseph Murphy, Superintendent of Schools, Minerva (formerly, elementary teacher, Lake George Elementary School, Lake George); JoAnn Shaheen, Principal, Cottage Lane School, Blauvelt; Sue Ann Smith, Grade 1 Primary Teacher and Chairperson of Elementary Social Studies Committee, Beaver Valley Elementary School, Corning City School District, Beaver Dams.

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The Manual was reviewed by staff members of various units in the Department and field-tested throughout the State during the spring and fall of 1980. The many suggestions and recommendations received through this process have been incorporated into the Manual.

The principal author of the Supervision Manual: Social Studies Program was Lester John Szabo, Supervisor of Social Studies and Foreign Languages in the Kenmore Union Free School District. Mike Malone, student at the College of Saint Rose, Albany, illustrated this manual. Donald H. Bragaw, Chief, Bureau of Social Studies Education, provided general direction for the project. Judith S. Wooster, Associate, Bureau of Social Studies Education, coordinated the project. George Gregory, Associate, Bureau of General Education Curriculum Development prepared the manuscript for publication.

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INTRODUCTION

Effective supervision of the social studies program includes an awareness of the impact of the learning climate and the hidden curriculum, provision for student and teacher involvement in decision-making, and leadership in the areas of citizenship education and basic skills in a balanced curriculum. Whether the supervisor is titled head teacher, principal, curriculum coordinator, social studies supervisor, department chairperson, or any other of the many job labels, the climate established by the leader is critical to a strong social studies program.

Administrators and principals need to be cognizant of the fact that they are role models. As role models, they may teach lessons of an enduring nature to teachers, staff, and students through both their deliberate and nonconscious actions. Consider, for example, the principal who conducted an inservice session for classroom teachers stressing teacher-pupil planning. The focus of the session was to encourage teachers to involve children in setting up their own committees and making decisions regarding social studies learning, certainly appropriate social studies goals. However, the example that same principal set the following day by unilaterally issuing a new policy regarding library use was in conflict with the message of the inservice session. By failing to involve teachers in the library decision, that principal negated the inservice message that participatory decision-making is a desirable and positive process.

Supervisors have the opportunity to bring social studies curriculum materials to life through their actions. They demonstrate basic citizenship competencies in their roles as "model citizens." These competencies include their capability in acquiring and processing information, identifying their own impact on the school's political life, making able decisions and judgments, communicating effectively within and outside the school, maximizing democratic opportunities, and making possible the promotion of new points of view.

In order to reflect the spirit and direction of the revised social studies syllabus, the school climate must provide opportunities for input from children and teachers in matters which directly affect them. To this end, supervisors are encouraged to involve children and staff in participatory procedures for the governance of the school, in curricular decision-making and in the resolution of disputes which arise between children and between children and teachers. Administrators, teachers, and children are all citizens of the school. Key concepts and skills such as problem solving, participating in decision-making, living together under law, interacting, accepting societal responsibilities, and dealing with conflict should not be relegated solely to theoretical classroom exercises. The school itself can be a laboratory for the development of citizenship skills. The administrator with social studies supervisory responsibility must ensure that the school climate facilitates this potential.

Another role of the social studies supervisor is to provide a school environment conducive to addressing federal and state priorities such as racial and sexual equality, bilingual education, and education of children with handicapping conditions. These commitments are appropriate to social studies education. Supervisors have a responsibility for preparing children to recognize and accept a multi-cultural, multi-ability, and non-sex stereotyping world.

As instructional leader, the supervisor helps staff and students recognize that social studies plays a significant role in a balanced curriculum because:

- Social studies provides training in critical thinking skills, such as analyzing, hypothesizing, problem solving, researching, and information gathering.

- Social studies education provides life coping skills for survival in our society. A society with complex social, political, and economic systems needs an educational program that provides children with skills for career and consumer decision-making and participation in the political process.

- Social studies fills the traditional role of citizenship education, one of the original rationales for public education in the United States. To ensure the survival of a democratic society, children need to develop the skills and values necessary for participation in public affairs.

I. FORMATION OF A LOCAL SOCIAL STUDIES COMMITTEE

In a social studies program which emphasizes participatory citizenship, it is necessary that decision-making be carried out by a broad spectrum of participants. It would be advisable to form a broad-based district social studies committee including the district-wide curriculum coordinator, principals, library-media specialists, supervisors, and teachers at each grade level. Ad hoc advisory groups of parents and children would be especially helpful in the assessment of the current program, in developing objectives and goals unique to the community, and in monitoring and evaluating the social studies program. Supervisory personnel could serve this committee in the roles of democratic leaders, social studies specialists, and resource personnel. As far as possible, all decisions should be group decisions.

Committee members may be selected by administrative staff. However, a more participatory process would be to issue an open invitation to school and community groups explaining the nature of the committee, possible tasks, meeting commitments, and responsibilities of members. A newsletter or local newspaper could serve as the vehicle for an open invitation and ongoing communication.

When considering committee size, it is important to consider the functions a committee will serve. If the aim is to provide a broad spectrum of viewpoints a large committee is possible, though sometimes unwieldy. A large committee might meet as a unit only once every few months and meet in small task groups biweekly. Consider the size and effectiveness of previous district committees as you set up size guidelines.

II. SOCIAL STUDIES NEEDS ASSESSMENT: A THREE-PART PROCESS

A. ASSESSMENT OF LOCAL PROGRAM

While the State syllabuses offer a guide to overall knowledge, attitude, and skill goals, there are many decisions that can best be dealt with at the local level, by a committee. Some appropriate considerations might include:

- What is the current state of social studies instruction in our district?
- What are the overall goals of our present social studies program?
- What are our social studies strengths and needs (staff, classroom, administrative, and materials)?
- Which community resources do we currently use to enrich our social studies program? Which might we use in the future?
- Which present and future goals should receive highest priority?
- In what ways could we improve instruction in social studies and come closer to achieving our overall goals?

The social studies committee will need a base from which to begin. An assessment of the current district social studies program can provide such a starting point. The following survey from the National Council for the Social Studies is appropriate for assessment of the local program.

NEEDS ASSESSMENT INSTRUMENT BASED ON THE SOCIAL STUDIES CURRICULUM GUIDELINES[1]

HOW TO USE THE GUIDELINES FOR SOCIAL STUDIES NEEDS ASSESSMENT

This section provides a Curriculum Guidelines-based approach that local districts may use to examine their own social studies programs. The approach can be used for a given grade level, for a school, or for a district-wide program.

An important question to consider first is whom to involve in this analysis. Certainly, social studies teachers and other local curriculum leaders must be involved. In addition, it may be desirable to involve certain lay people, resource people from the university or the State Education Department, and high school students who are perceptive and willing to express their views.

The questions used below in the needs assessment instrument are based on the NCSS Guidelines. They should be examined from two perspectives: one from that of local priorities, the other from that of the current status of the local program. The first perspective is dealt with in the (HP) column, which is concerned with priorities. For each guideline, the members of the curriculum study committee should ask the question, "Is this guideline of high priority to us?" If they answer the question "yes," they should check the "HP." For a guideline considered desirable, but not of high priority, the "HP" should simply be left unchecked. Any guideline the local committee considers unimportant or undesirable should be marked out. The second perspective is dealt with in the column with numbers (1), (2), and (3). In this case, for each guideline the committee should ask the question, "To what extent is this guideline actually being carried out in our grade (or building or district)?" If the answer is "very often," the "1" should be checked. If they answer is "sometimes" the "2" should be checked, and so on.

Data for the needs assessment may be gathered from many sources. Following each guideline a line is provided so that the local committee may list the most accessible and obvious sources. Sources might include curriculum reports and plans; position statements; faculty and student handbooks; student newspapers; memos; instructional materials available and used; formal evaluation data collected on student competencies; teachers, students, parents, community, and in-classroom and out-of- classroom observation.

Once the instrument is filled out, local educators can feel good about the status of those guidelines that were checked both "HP" and "1." They should feel special concern, on the other hand, about guidelines checked "HP" and "3" and should feel some concern about guidelines check "HP" and "2." Interpretation of the needs assessment data may reveal patterns, such as students are insufficiently involved, learning resources are inadequate, or pruposes are unclear. What is learned from the study should be used to improve the social studies program.

Directions: *Read each guideline below: Check "HP" for the guideline if it is of high priority to your district. Check 1, 2, or 3 to indicate to what extent the guideline is evident in your district.*

I. Relationship of the Program to the Maturity and Concerns of Students				
1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes. _____	(HP)	(1)	(2)	(3)
1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students. _____	(HP)	(1)	(2)	(3)
1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world. _____	(HP)	(1)	(2)	(3)
1.4 Students should have a special studies experience at all grade levels, K–12. _____	(HP)	(1)	(2)	(3)
1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students. _____	(HP)	(1)	(2)	(3)

II. Relationship of the Program to the Real Social World

2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.	(HP)	(1)	(2)	(3)
2.2 The program should emphasize pervasive and enduring social issues.	(HP)	(1)	(2)	(3)
2.3 The program should demonstrate the relationships between the local and global aspects of social issues.	(HP)	(1)	(2)	(3)
2.4 The program should include analysis and attempts to formulate potential resolutions or present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.	(HP)	(1)	(2)	(3)
2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.	(HP)	(1)	(2)	(3)
2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.	(HP)	(1)	(2)	(3)
2.7 The program should build upon realities of the immediate school community.	(HP)	(1)	(2)	(3)
2.8 Participation in the real social world both in school and out should be considered a part of the social studies program.	(HP)	(1)	(2)	(3)
2.9 The program should provide the opportunity for students to examine potential future conditions and problems.	(HP)	(1)	(2)	(3)

III. Relationship of Program to Currently Valid Knowledge Representative of Human Beings' Experience, Culture, and Beliefs

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.	(HP)	(1)	(2)	(3)
3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.	(HP)	(1)	(2)	(3)
3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.	(HP)	(1)	(2)	(3)
3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.	(HP)	(1)	(2)	(3)
3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.	(HP)	(1)	(2)	(3)
3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.	(HP)	(1)	(2)	(3)

3.7 The program should include the study not only of human achievements, but also of human failures.	(HP)	(1)	(2)	(3)

IV. Selection of Objectives; How Objectives Guide Program

4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.	(HP)	(1)	(2)	(3)
4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.	(HP)	(1)	(2)	(3)
4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.	(HP)	(1)	(2)	(3)
4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.	(HP)	(1)	(2)	(3)
4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.	(HP)	(1)	(2)	(3)
4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.	(HP)	(1)	(2)	(3)
4.7 Objectives should be reconsidered and revised periodically.	(HP)	(1)	(2)	(3)

V. Nature of Activities

5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.	(HP)	(1)	(2)	(3)
5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.	(HP)	(1)	(2)	(3)
5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.	(HP)	(1)	(2)	(3)
5.4 Students should be encouraged to become active participants in activities within their own communities.	(HP)	(1)	(2)	(3)
5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.	(HP)	(1)	(2)	(3)
5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.	(HP)	(1)	(2)	(3)
5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.	(HP)	(1)	(2)	(3)

5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.	(HP)	(1)	(2)	(3)
5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.	(HP)	(1)	(2)	(3)

VI. Relationship Between Instruction and Range of Learning Resources

6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.	(HP)	(1)	(2)	(3)
6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, from current as well as basic sources.	(HP)	(1)	(2)	(3)
6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.	(HP)	(1)	(2)	(3)
6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.	(HP)	(1)	(2)	(3)
6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.	(HP)	(1)	(2)	(3)
6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.	(HP)	(1)	(2)	(3)

VII. Relationship of Social Studies Program to Students' Experiences

7.1 Structure in the social studies program must help students organize their experiences to promote growth.	(HP)	(1)	(2)	(3)
7.2 Learning experiences should be organized in such manner that students will learn how to continue to learn.	(HP)	(1)	(2)	(3)
7.3 The program must enable students to relate their experiences in social studies to other areas of experience.	(HP)	(1)	(2)	(3)
7.4 The formal pattern of the program should offer choice and flexibility.	(HP)	(1)	(2)	(3)

VIII. Nature of Local Program Evaluation

8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.	(HP)	(1)	(2)	(3)
8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, valuing, and social participation.	(HP)	(1)	(2)	(3)

8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.	(HP)	(1)	(2)	(3)
8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.	(HP)	(1)	(2)	(3)
8.5 Evaluation data should be used for planning curricular improvements.	(HP)	(1)	(2)	(3)
8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period.	(HP)	(1)	(2)	(3)
8.7 Both students and teachers should be involved in the process of evaluation.	(HP)	(1)	(2)	(3)
8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.	(HP)	(1)	(2)	(3)
IX. Local Support for Social Studies Education as an Integral Part of the School Program				
9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.	(HP)	(1)	(2)	(3)
9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.	(HP)	(1)	(2)	(3)
9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.	(HP)	(1)	(2)	(3)
9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.	(HP)	(1)	(2)	(3)
9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or in-service classes, or community affairs, or in reading, studying, and travel.	(HP)	(1)	(2)	(3)
9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.	(HP)	(1)	(2)	(3)
9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.	(HP)	(1)	(2)	(3)
9.8 Social studies education should expect to receive active support from administrators, teachers, board of education, and the community.	(HP)	(1)	(2)	(3)
9.9 A specific minimal block of time should be allocated for social studies instruction each week.				

B. ASSESSMENT OF EDUCATION LAW, STATE MANDATES, AND REGULATIONS OF THE COMMISSIONER OF EDUCATION

Supervisors, teachers, and members of the local social studies committee should familiarize themselves with mandates of New York State Education Law pertaining to social studies, to regulations of the Commissioner of Education, and to the K-6 program and the present 7-12 social studies program.

THE STANDARD SCHOOL CURRICULUM IN NEW YORK STATE

The program of instruction for the State's schools as described herein is recommended on the bases of Education Law, Regulations of the Commissioner of Education, and Regents' Rules, as well as the tradition of common and successful practice statewide.

The State syllabuses provide for the instructional areas and grade levels and represent an interpretation of what is implied in the Regulations of the Commissioner of Education governing the curriculum.

KINDERGARTEN

Regulations of the Commissioner of Education require that half-day kindergarten classes be in session for 2½ hours daily. Full-day kindergartens must have at least 5 hours of instruction each day. These time allotments are exclusive of lunch.

Kindergarten is the child's introduction to the world of school, and, as such, represents an opportunity to develop the skills of information gathering and processing. These skills may be gained through any content that the child finds appealing and interesting. The areas of literature, mathematics, art, music, social studies, and science are generally suitable to this end.

GRADES 1-6

The length of the school day for grades 1 through 6 must be 5 hours, excluding lunch. (Commissioner's Regulations)

The elementary schools of New York State are required to provide instruction in the 14 Common Branch areas:

- arithmetic
- reading
- spelling
- physical training
- music
- writing
- English language
- geography
- New York history
- visual arts
- United States history
- civics
- hygiene (health)
- science

Education Law also requires that instruction be provided in patriotism; citizenship, history, signficance, meaning and effect of the United States Constitution and its amendments; the Constitution of New York State and its amendments; the Declaration of Independence; the American flag; abuse of alcohol, tobacco, and other drugs; highway safety; fire prevention; humane treatment of animals and birds; Conservation Day; and celebration of other national and patriotic holidays.

GRADES 7 - 8

The length of the school day must be at least 5½ hours, excluding lunch. (Commissioner's Regulations)

The curriculum is designed to comply with mandates established by the Education Law, the current requirements established by the Rules of the Board of Regents, and the Regulations of the Commissioner of Education.

The following standard curriculum is recommended for grades 7 and 8 of the junior high school regardless of the size of the school. (Note: The 14 Common Branch areas must be included in grades 7 and 8.)

STANDARD CURRICULUM

	Grade 7		Grade 8	
Subject	Weeks	Periods/Week	Weeks	Periods/Week
English	40	5	40	5
Social Studies	40	5	40	5
Mathematics	40	5	40	5
Science	40	5	40	5
Health	20	5	See (c) below	
Art	20	5	20	5
Music	20	5	20	5
Practical Arts (Industrial Arts and/ or Home Economics	20	5	20	5
Physical Education	40	2.5 (2/3)*	40	2.5 (2/3)*

*Two periods/week first semester and three periods/week second semester or vice-versa.

In connection with the curriculum for grades 7 and 8 the following points should be noted:

(a) Guidance services must be provided each year.

(b) Health must be offered in grade 7, or in grade 8, or in grade 9.

(c) Children must not be denied enrollment in industrial arts or home economics on the basis of sex. The school district may require all children to take a combined course.

GRADES 9 - 12

The length of the school day must be at least 5½ hours, excluding lunch. (Commissioner's Regulations) An approved high school four-year course of study shall include the following units of work or their equivalent. (A unit is a year's work in a subject, entailing four or five periods a week of prepared classroom work.)

The curriculum also assumes that each pupil will be able to meet the requirements for the New York State (Regents) High School Diploma and/or the local diploma if the requirements for the latter do not exceed those of the State diploma. A guidance and counseling service shall be provided.

Group I - Constants

English - 4 units
Social Studies (including 1 unit of American History) - 3 units
Mathematics - 1 unit
Science - 1 unit
Health (in grade 10, or grade 11, or grade 12) - ½ unit
Physical Education - 4 years (minimum average of 2½ periods a week for 40 weeks each year)

Group II - Sequence

A three-unit sequence in one of the following fields:

- agriculture
- art
- business subjects
- foreign languages
- home economics
- industrial arts
- mathematics
- music
- science
- technical subjects
- trade subjects

Group III - Electives

Approved electives to make a total of 16 units (local diploma), or 18 units (Regents diploma).

The minimum requirements for the local diploma are similar to those for the State diploma except that Regents examinations are not necessarily required for the subjects indicated in groups I and II, and the total number of units required is 16 rather than 18. The local board of education may require additional courses for the local diploma.

COMPETENCY TESTS

The specific competency tests that students must pass in order to receive a local high school diploma are:

(1) Reading: The Regents Competency Test in Reading or the Regents Comprehensive Examination in English.

(2) Writing: The Regents Competency Test in Writing or the Regents Comprehensive Examination in English.

(3) Mathematics: The Regents Competency Test in Mathematics or a Regents Examination in Mathematics.

REQUIREMENTS PERTAINING TO SOCIAL STUDIES

EDUCATION LAW:

I. Section 320A

A. Instruction is required by Law in the first eight grades in the following:

1. Geography
2. New York State history
3. United States history
4. Civics

B. Beyond the first eight years, instruction is required in:

1. Civics
2. American history
3. Communism, its methods and destructive effects

II. Section 801-810

A. Provision shall be made for instruction in certain special subjects, including:

1. Patriotism
2. Citizenship
3. History, significances, meaning and effect of:

   a. The Constitution of the United States and Amendments
   b. The Constitution of New York State and Amendments
   c. The Declaration of Independence

4. The American flag
5. Conservation Day and celebration of other national and patriotic holidays

REGULATIONS OF THE COMMISSIONER OF EDUCATION

III. Section 100.1(a) of the Commissioner's Regulations requires that an approved high school, grades 9-12, course of study shall include three units of social studies, one of which shall be a full year of American history. It also states that these courses "shall be offered in accordance with the State syllabuses."

IV. Section 100.2(a) defines a unit as "a year's work in one subject requiring four or five periods weekly of prepared classroom work throughout the school year or the equivalent." It should be noted that this regulation does end with "or the equivalent," which means there is the possibility of flexibility in the interpretation of what constitutes a year's study.

V. Section 100.1(d) requires that the junior high school, grades 7 and 8 or grades 7, 8, and 9, shall include social studies in its curriculum. This section does not specify the number of units.

IV. Section 100.2(b) states: "Nothing herein contained, however, shall prevent a board of education from making such curriculum adaptations as are necessary to meet local needs and conducting such experimentation as may be approved by the Commissioner. This principle of flexibility shall apply to every area of the curriculum. The exercise of initiative and responsibility on the part of local school authorities in the administration of the curriculum is encouraged."

RULES OF THE BOARD OF REGENTS

VII. Section 3.35 requires that schools shall make "general use of the Regents examinations in the senior high school grades."

C. ASSESSMENT OF THE K-12 NEW YORK STATE SOCIAL STUDIES PROGRAM

It is important that those involved in local program development be fully aware of the spirit and direction of the New York State program. The following information should be made available to all of the personnel on both elementary and secondary levels who will be teaching and/or supervising the social studies. In addition, the social studies committee may find the information helpful.

The spirit and direction of the revised program is represented by the following program features:

Emphasis on the development of the child as

- an active self-directed learner
- a unique individual with identity
- a participating citizen with self-esteem in a democratic school environment
- a lifelong learner

Integration of content, concepts, and skills in a balanced program

- keying content to concept development

- encouraging attention to cognitive, affective, and social interaction skills
- basing evaluation on content, concepts, and skill learning

Emphasis on classroom management techniques and strategies suggesting options for:

- organizing for classroom instruction
- planning, long and short range
- establishing a participatory learning environment to foster social studies education
- developing participation projects
- individualizing instruction to meet student needs and interests
- record keeping and evaluation
- concept teaching
- interdisciplinary learning experiences

Emphasis on the involvement of administrative/supervisory personnel in:

- developing commitment to quality social studies programs
- coordinating inservice for quality social studies programs
- coordinating program assessment for quality social studies programs
- providing for community contact and participation in quality social studies programs

The following content overview will clarify the scope of the K-12 social studies program in New York State.

Kindergarten

The focus in kindergarten is on the development of the child as an individual as well as a member of a family, school, community, and world. Learning experiences are set in the immediate world of the child.

Grade 1

The focus in grade one is on developing self-identity and social interaction skills, as well as studying the family and school as social/cultural, political, economic, geographic, and historic institutions.

Grade 2

The focus in grade two is on acquainting children with their local community, rural, urban, or suburban. Children will also study other communities, particularly those in the United States. Social/cultural, political, economic, geographic, and historic elements will be considered. Continued emphasis will be placed on self-identity, participatory citizenship, and social interaction.

Grade 3

In grade three the focus is on developing understandings about rural, urban, and surburban communities around the nation and world. The organizing perspectives are again social/cultural, political, economic, geographic, and historic, with special emphasis on the impact of geography on a community. Grade three children will enhance their understanding of community and consider communities further removed from their immediate experiences. As in previous grades, self-identity, social interaction, and participatory citizenship will pervade the program.

Grade 4

In grade four the child will again explore the local community, focusing on in-depth studies of local history and local government. To establish a chronological context for placing events in local history, an overview of United States history is encourgaged. The child will gain political knowledge that will contribute to functioning as a participatory citizen. Self-identity, social interaction, and participatory citizenship will again receive major emphasis.

Grade 5

The grade five program focuses on an economic and geographic look at the United States, Canada, and Latin America and the role of these areas in the global world. Social/cultural, political, and historic elements of the areas will receive minor emphasis in grade five. Continued stress on development of self-identity, social interaction skills, and participatory citizenship will pervade.

Grade 6

In grade six, the student will study the Western Europe, Eastern Europe and the Mediterranean Region from an economic and geographic point of view. As in fifth grade, social/cultural, political, and historic elements will receive minor emphasis. Again self-identity, social interaction, and participatory citizenship will be stressed throughout the year.

Grade 7

In grade seven, students focus on an historic view of the pre-Columbian period, New World exploration and settlement, and the colonial period of United States history. New York State is the focus in the emerging nation, during the age of the homespun, in the gilded age and in a megalopolis society. Local and state government and civic responsibility are stressed.

Grade 8

In grade eight, the student considers American history from the gaining of independence to the present position of the United States as a world leader. The role of the Federal Government and civic responsibility are stressed.

Grade 9

In grade nine world regional studies focus on Asian and African Culture Studies. Areas specified for study include Africa south of the Sahara, India and Pakistan, China, Japan and Southeast Asia.

Grade 10

In grade 10 European Culture Studies focuses on European history, ancient to modern. Modern movements of intellectual, political, and economic change are explored as well as modern attempts to resolve fundamental problems.

Grade 11

The grade 11 focus is on American Studies including American cultural heritage, government and politics, economic life, civilization in historic perspective, and the United States role in global affairs.

Grade 12

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Specialized electives, while they vary from district to district, may include:

- Economics
- Government
- African Studies
- Anthropology
- Ancient History
- Asian Studies
- Canadian Studies
- Great Issues
- Latin American Studies
- Middle Eastern Studies
- Psychology
- Sociology
- Future Studies
- Environmental Studies

A supervisor should encourage teachers of the 4th, 5th, 7th, 8th, and 11th grades, all of whom deal with American studies in some manner, to meet to discuss mutual concerns. In like manner, teachers of 3rd, 6th, 9th, and 10th grades, all of whom work with world culture studies, might meet to discuss program goals, methods, and materials.

Opening channels of communication and developing staff awareness of content at other grade levels is a task that can enhance the total social studies program.

III. DEVELOPMENT OF GOALS AND OBJECTIVES IN SOCIAL STUDIES

Based on the results of The Guidelines for Social Studies Needs Assessment, the assessment of State requirements, and the K-12 New York State syllabuses, the social studies committee can identify district social studies goals. These goals should reflect cognitive, affective, and social interaction content and skills. In addition, these goals should address specific local needs and concerns further defining the State guidelines and mandates.

As an illustration of this process, a district committee might identify as a top priority goal item 5.4 of the Guidelines, "Students should be encouraged to become active participants in activities within their own community." This item suggests social studies activities should involve students in activities focused on their local communities. The local social studies committee could then suggest the preparation of instructional materials for grades K-6 to accomplish that goal. These materials for grade K-6 might include:

Kindergarten (Family and School)

- Make a photograph album which includes both pictures and taped interviews of community residents. Focus on the relationship of members, customs, responsibilities, rules, as stressed in the kindergarten syllabus.

Grade 1 (Family, School, and Community)

- Develop a student activity book to be used by children as they explore the school community.
- Develop a set of maps of the local schools and their immediate communities.
- Develop a series of photos of homes and buildings in the community for children to locate on a large city map.

Grade 2, 3: (Community study rural, urban, suburban)

- Using as case studies a local rural, urban, and suburban family, develop a packet of materials to help students compare and contrast families in a local context.
- Develop a list of local people who would share with the children the culture, language, customs, and ways of living of their ethnic heritage.

- Prepare a list of local businesses and industries linked to the global world through trade, sales, and cooperative planning. Prepare a videotape or packet about the ties of our community to the world.

Grade 4 (Local History and Government)

- Work with local government and community groups to develop a resource packet on the structure and function of local government.
- Arrange a series of field trip experiences and related teacher materials exploring local historic and political places of interest.
- Develop a photographic or free hand sketch record of prominent buildings (homes, stores, schools) and identify them architecturally (with help from local experts) by time and style.
- Prepare a local history timeline and related walking tour of the community for children, keying in to relevant events in United States history.

Grade 5, 6 (Economic and geographic world regions)

- Prepare a list of resource people in the community who can work with teachers and/or children in curricular explorations of the culture, language, geography, economy of the United States, Canada, Latin America, Western and Eastern Europe and the Mediterranean Region.
- Working with community resource people, develop a language kit to accompany a study of French Canada, the Carribean lands, Eastern Europe or other regions studied.
- Working with local travel agencies, airlines, etc., develop an armchair tour of the regions studied in which students could buy tickets, arrange routes, and visit sites using pamphlets.

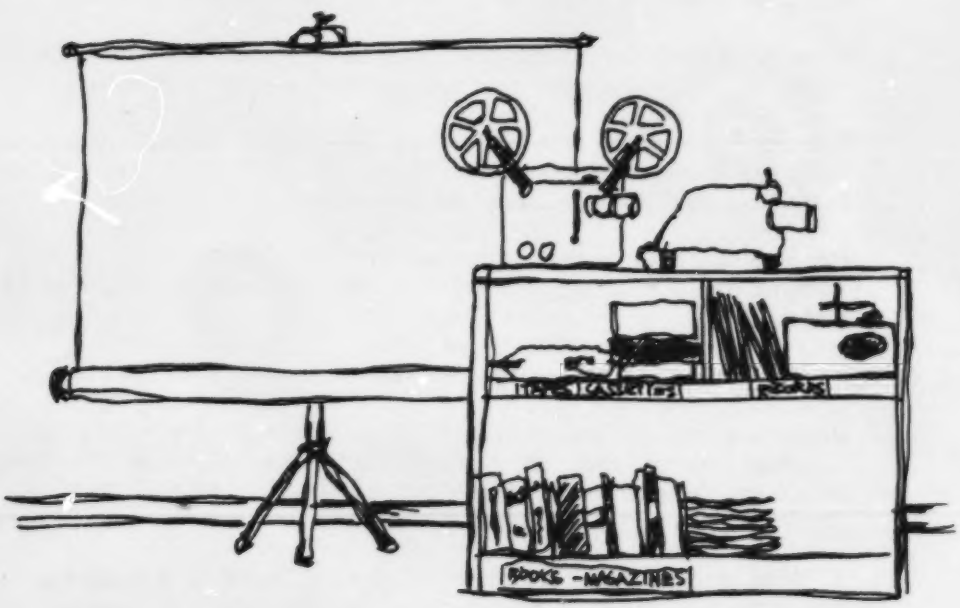
IV. DEVELOPMENT OF PROGRAM

A. SELECTION OF INSTRUCTIONAL MATERIALS

Several basic assumptions underlie the selection of texts and instructional materials. Materials should:

- serve the needs of the program, not be allowed to become the program
- be appropriate to the program goals and objectives
- be selected with child and curricular interests and needs in mind
- be selected systematically involving staff in decision-making.

The number of texts and materials is so formidable that it seems wise to help committee members arrive at a more objective comparative judgment by using a systematized method of evaluation. First develop a rating form that reflects the goals and objectives of the program. The K-6 syllabus stresses content understandings, concepts, and skills. The program focuses on activity-based participatory learning experiences. The following suggested textbook evaluation form reflects this concern.



SUGGESTED ELEMENTARY TEXTBOOK EVALUATION FORM

1. Title of Book _____

2. Author(s) _____

3. Publisher _____ Copyright Date _____

4. Name of Teacher Reviewing _____ Grade Level _____

Check List: Rate from poor to excellent on a 1-5 basis. 5 equals poor, 1 equals excellent, U equals unable to evaluate.

		Circle One
I.	General nature	
	A. Is appropriate to child development level	1 2 3 4 5 U
	B. Stresses participatory active learning	1 2 3 4 5 U
	C. Integrates knowledge, attitudes, skills	1 2 3 4 5 U
	D. Is concept based	1 2 3 4 5 U
II.	Style of writing	
	A. Concrete, relevant to child	1 2 3 4 5 U
	B. Appealing to student	1 2 3 4 5 U
	C. Realistic in vocabulary and comprehensive goals and expectations	1 2 3 4 5 U
	D. Reading level as determined by readability formulas	1 2 3 4 5 U
III.	Organization and content	
	A. Content compatible to State syllabus	1 2 3 4 5 U
	B. Emphasis on concrete leading to abstract experience	1 2 3 4 5 U
	C. Units, chapters appropriate in scope, length, readability	1 2 3 4 5 U
	D. Clearly organized skill development	1 2 3 4 5 U
IV.	Appearance	
	A. Visually appealing to children	1 2 3 4 5 U
	B. Well organized pages, chapters	1 2 3 4 5 U
	C. Involving, active, visual format	1 2 3 4 5 U

V. Specific features

A.	Concept development focus	1 2 3 4 5 U
B.	Skill development focus	1 2 3 4 5 U
C.	Content development	1 2 3 4 5 U
D.	Attitude development	1 2 3 4 5 U
E.	Citizenship emphasis	1 2 3 4 5 U
F.	Student participation focus	1 2 3 4 5 U
G.	Maps	1 2 3 4 5 U
H.	Charts	1 2 3 4 5 U
I.	Student activity/project focus	1 2 3 4 5 U
J.	Differentiation to meet special needs	1 2 3 4 5 U

VI. Compatibility with State syllabus 1 2 3 4 5 U

VII. Comments:

_____

_____

_____

_____

_____

_____

_____

The annual Directory of the Association of Educational Sales Representatives of New York State (6806 Newbrook Avenue, East Syracuse, NY 13057, 315: 437-8242) lists most of the publishers and their sales representatives in your area. Contact each of the major publishers' sales representatives and ask that they provide your school district with samples of their social studies textbook series and support material. Publishers are generally eager to supply sample materials, without charge, when districts are considering new adoptions.

It is difficult for members of selection committees to make valid comparisons and judgments when textbooks are reviewed one set at a time. The committee might establish a central location where their colleagues can evaluate and compare the entire display of books. This central location could very well serve as the social studies resource room and teacher center. Such a center might also contain relevant periodicals, reprints, State Education Department publications, skill lists, policy statements, lists of bibliographic material, and other publications pertaining to social studies.

After selection criteria have been established, the committee may wish to eliminate those textbooks which fail to meet minimum standards, reducing the sets to be considered to a workable number. At this point, the committee may wish to invite representatives of the publishers still in contention to make a presentation of the strengths and unique features of their material.

It is well to remember that no one textbook will ever completely meet the goals of a syllabus or desires of a local committee. In light of this, committees might be wise to adopt a multi-text approach supplemented by library resources. Locally developed curriculum materials can further enhance a program by supplementing text materials.

B. INSERVICE ORIENTATION OF STAFF

Within the school district or community there are many and varied resources which might be tapped to assist in staff development. If your district is near a university or college of education there are specialists within each of the social sciences - history, political science, geography, sociology, economics, anthropology, and psychology who might be invited to give workshops on the content understandings, concepts, and skills they consider basic to their fields. The community itself has specialists in the fields of law; government; art and architecture; economics; and national, cultural and religious groups who might share with teachers theoretical and practical guidance and information, and serve as curriculum consultants and classroom resource people.

A locally designed needs survey can give the inservice planning committee data on which to begin to organize the program. Survey questions may be of several types as shown by these examples:

- Open-ended sentences
  - One of the most difficult things to do in social studies is _____
  - Teachers could run a better social studies program if _____

- Children often have problems in social studies in _____

- Rank order lists

  Number these items in order from that which would be of greatest value to you (#1) to least (#...) in the social studies inservice.

  _____ teaching for concept learning
  _____ reading in social studies
  _____ interpreting visuals
  _____ evaluating children's growth
  _____ developing participation projects
  _____ fostering citizenship in the classroom
  _____ economics: a content study
  _____ . . .
  _____ . . .

- Scale items

  Indicate how much you would like the following to be stressed in the upcoming social studies inservice: 1 = not at all to 3 = a great deal.

  - writing objectives 1 2 3
  - webbing or theme planning 1 2 3
  - planning differentiated activities 1 2 3
  - . . . 1 2 3

The inservice planning committee should consider the following when preceeding with inservice plans:

- staff needs survey data
- information from district program evaluation (see pages 4-9)
- local resources (people, places, things)
- funding sources

Based on the above information the inservice planning committee must decide

- when to hold the inservice sessions
- where the sessions will be held
- how often, for what duration
- what topic(s) will be stressed at each session
- who will provide the instruction
- what format will be stressed (workshop, lecture, etc.)
- who will participate (staff, faculty, administrators, aides ...)

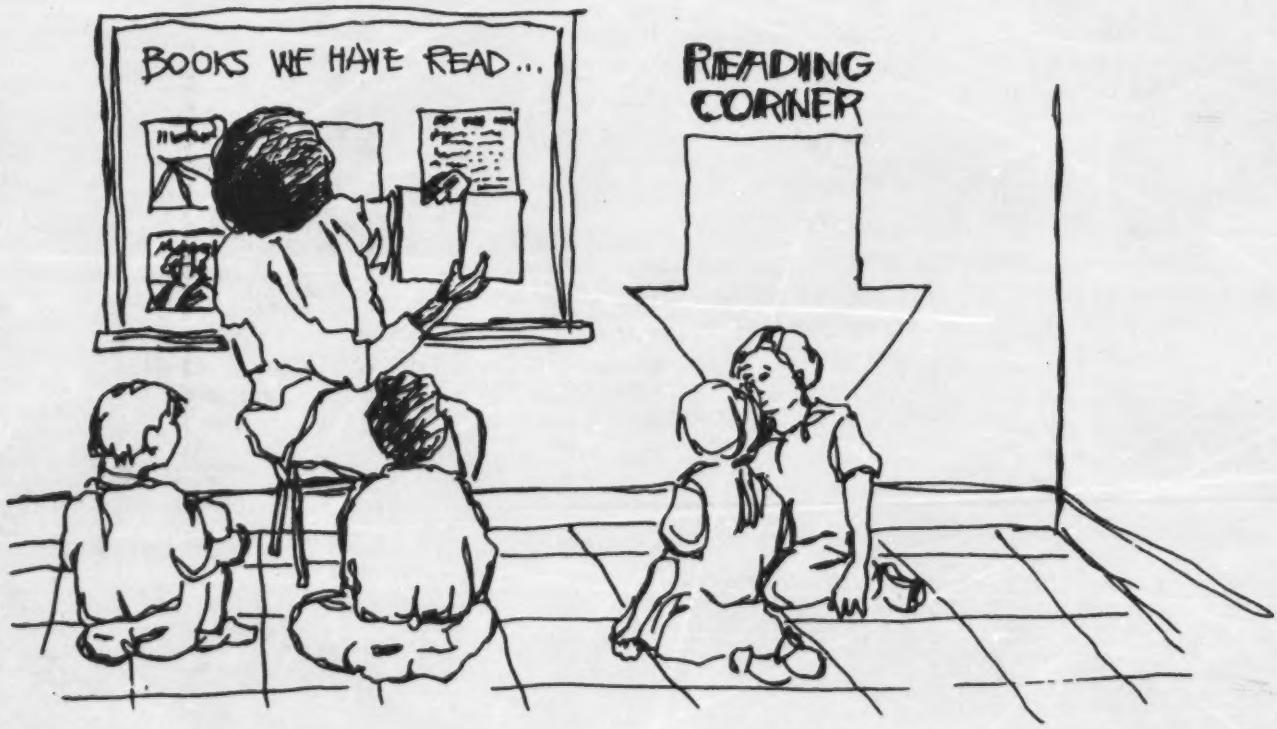
The following chart suggests alternatives to assist in answering the above questions.

INSERVICE PLANNING GUIDE

When To Hold?	Where?	Sessions & Duration	Format	Participants
. early a.m.	. school	. one "blitz"	. workshop	. teachers
. weekend retreat	. university	. mini-course	. lecture	. aides
. after school	. home	. semester(s)	. audiovisual	. curriculum developers & writers
. summer	. library	. short/3 session	. independent study	. parents
. vacation day	. sports facility	. long/8-10 session	. participatory active	. custodians
. released weekday	. club	.	.	. principals
. released a.m. or p.m.	. restuarant			. administrators
	. banquet facility	.	.	. substitutes
. Friday dinner & conclude Saturday a.m.	. hotel meeting facility			.
	. district board room			
	. art gallery			
	. museum			
Involve participants in this decision	Consider the atmosphere and its influence	Try for maximum energy level for most participants	Consider a variety of the above	Who really influences social studies learning?

The following list of topics are important for teachers working with the State syllabus. The list is just a sample of the possible syllabus-related topics for inservice sessions:

- Teaching for Skill Learning
- Developing Social Studies Objectives
- Long Range, Short Range, and Daily Planning in Social Studies
- Meeting the Needs of the Exceptional Student in Social Studies (gifted/ talented, learning disabled, physically handicapped, bilingual etc.)
- Dealing with "Notes and Resources" on a Local Level
- Developing a Student Governance Structure for Classroom and School
- Work-Study Skills in Social Studies
- Classroom Management for an Individualized Program
- Developing Participation Projects
- Fostering Social Interaction Skills and Attitudinal Growth
- Teacher-Pupil Planning
- Using Present Reading, Writing, and Mathematics Materials for Multiple Subject Use
- How to Use Textbooks
- Role of the Librarian-Media Specialist
- Use of T.V.
- How to Use Pictures as a Source of Information
- Integrating Future Studies



In addition to these topics, there are many content courses that could expand the teacher's background in the social sciences. These content courses are excellent ways to utilize local resource people. You might consider employing a local judge or lawyer working with teachers in a workshop series on juvenile justice or consumer law. Art, music, and drama resource people might be tapped to enrich staff knowledge and provide improved expertise to students indirectly.

Teachers within the school or school district might be invited to present workshops to their colleagues on topics such as the development of problem solving activities, children's participation in classroom management, projects in a mini-economy, and dealing with conflict within the classroom. The State Education Department's Bureau of Social Studies is committed to improving social studies instruction throughout New York State. One way of fulfilling this role is to provide workshops geared to meet specific needs at the building, school district, or supervisory district level.

The Bureau of Social Studies Education can provide inservice workshops in areas such as those listed below. Local and regional social studies professional associations also sponsor workshops. Boards of Cooperative Educational Service are still another source of staff development potential.

Program Development

- Curriculum Revision
- Infusing Law-Related Education, Civic Literacy, or Consumer Economics into the Social Studies Program
- Reviewing your Total K-12 Social Studies Program
- What is Basic in the Social Studies?
- Concept Development in the K-12 Social Studies Program

Skill Development

- Basic Skills Through the Social Studies
- Oral Language Experiences in Social Studies
- Expository Writing in Social Studies
- Reading in Social Studies

Student Evaluation

- Evaluating Skill, Attitude, or Content Competency in the Social Studies
- Evaluating Concept Learning in the Social Studies
- Formative Evaluation in Social Studies

While many social studies curriculum and instructional materials are available to the schools of New York State, often teachers do not have copies of these materials which would be most useful to them. To assist schools and teachers in assessing their material needs, a list of those social studies-related materials which are currently in print can be obtained from the Bureau of General Education Curriculum Development; Room 314-F EB; SED; Albany, New York 12234.

Your inservice programs may be fundable in whole or part under Federal and/or State grants. The United States Office of Education issues an annual Catalogue of Federal Assistance Programs[2] which lists all of the programs which are funded under federal grants. Each program listed has descriptions of the objectives, types of assistance, uses and use restrictions, eligibility requirements, and financial information as well as information contacts for regulations, guidelines and literature. Indexes are provided which are designed to help the potential beneficiary find and take advantage of all available Federal education assistance programs.

One important aspect of inservice training should deal with change. A gradual approach to change, accepting teachers' views as they are, inviting workshop participants to express their philosophies, their goals, and their favorite methods may lead to a more open atmosphere. Non-judgmental brainstorming session often spur creativity. Presentations of exciting approaches, methods and materials by colleagues may enhance and enrich instruction. Parent involvement in some of the inservice sessions could also be helpful. Involvement in BOCES sponsored workshops with innovative teachers of other districts and under the leadership of BOCES or university resource personnel is a viable way to bring change to a school district.

V. IMPLEMENTATION OF THE PROGRAM

A. PROGRAM TIMELINE

Previous chapters have suggested many pre-program steps a district might take under the leadership of supervisory personnel. Put into a suggested time frame these are summarized using the K-6 as a sample:

Year 1	Fall:	- Form district committee - Begin meeting - Conduct District Program Evaluation K-6 Social Studies
	Spring:	- Study results of District Program Evaluation - Study State mandates and K-6 syllabus - Set local goals
	Summer:	- Collect sample materials from publishers
Year 2	Fall:	- Survey teachers regarding inservice needs - Plan inservice sessions - Introduce syllabus and goals to all teachers
	Spring:	- Explore, select, and order materials
	Spring-Summer:	- Prepare local curriculum packets, materials
Year 3	Fall:	- Implement program - Monitor implementation - Survey and review feedback
	Spring:	- Evaluate program and pupil progress
	Summer:	- Local curriculum elaboration

While this is a linear progression, it is essential to view the three-year process as cyclic. The committee should continue to build on the groundwork. Evaluating and upgrading the social studies program should be viewed as an ongoing task.

Specific suggestions to aid the supervisor in program implementation include the following:

- Be certain adequate groundwork is done involving staff.
- Involve all teachers firsthand in some form of introduction to the proposed program (districtwide or school-by-school meetings).
- Distribute support texts and materials with the program.
- Provide for communication between field and supervisor (newsletters, feedback forms, regular visits, open meetings, ongoing faculty meetings).
- Anticipate problems and be prepared with a task force or trouble shooters' network (possibly committee members who have been involved).
- Provide willing assistance, upon request, to teachers.
- Encourage participation in inservice sessions.
- Foster open discussion and constructive criticism of program, materials and procedures.
- Highlight and reinforce exemplary teaching.
- Continue to create an atmosphere fostering participatory decision-making.

B. MONITORING AND EVALUATING PROGRAMS

The supervisor, and/or committee, has the responsibility of determining the impact of the social studies syllabus and program on the learning process. Teacher surveys to determine the strengths and weaknesses of the new program should be circulated and the results analyzed. A survey form similar to the type below might be used after the introduction of a new program. This sample reflects the K-6 syllabus and related materials.

PROGRAM EVALUATION

Position: _____ School: _____

Grade(s): _____ Date: _____

Rate from poor to excellent on a 1-5 basis, 5 equals poor, 1 equals excellent, U equals unable to evaluate.

		Circle One
I.	Spirit and direction of program	
A.	Consistent with children's developmental needs	1 2 3 4 5 U
B.	Activity oriented, involving children	1 2 3 4 5 U
C.	Realistic in knowledge expectations	1 2 3 4 5 U
D.	Realistic in skill expectations	1 2 3 4 5 U
E.	Realistic in attitude expectations	1 2 3 4 5 U

Comments: _____

_____

_____

II.	Syllabus	
A.	Format	1 2 3 4 5 U
B.	Usefulness	1 2 3 4 5 U
C.	Appropriateness to grade level	1 2 3 4 5 U
D.	Visual appearance	1 2 3 4 5 U

Comments: _____

_____

_____

III. Teacher Notebook

A.	Format, layout	1 2 3 4 5 U
B.	Usefulness	1 2 3 4 5 U
C.	Appropriateness to teacher role	1 2 3 4 5 U
D.	Visual appearance	1 2 3 4 5 U

Comments: _____

_____

_____

IV. Available Materials

A.	Relevant visuals	1 2 3 4 5 U
B.	Charts	1 2 3 4 5 U
C.	Maps	1 2 3 4 5 U
D.	Graphs	1 2 3 4 5 U
E.	Texts	1 2 3 4 5 U
F.	Other	1 2 3 4 5 U

Comments: _____

_____

_____

V. Please encircle YES, No, or ? (for not sure) for each of the following items:

As a result of working with this present social studies program:

A.	Do you feel that your children have gained in skill at decision-making?	YES NO ?
B.	Do you feel that your children have gained in skill at analyzing maps, charts, and written materials?	YES NO ?
C.	Do you feel that your children have gained in skill at human relations (getting along with others)?	YES NO ?
D.	Do you feel that your children have gained in skill at social studies research?	YES NO ?
E.	Do you feel that your children have gained in skill at problem solving?	YES NO ?
F.	Do you feel that your children have gained skill in dealing with conflict?	YES NO ?
G.	Do you feel that your children have gained valuable concepts in social studies?	YES NO ?
H.	Do your children have a sense of accomplishment as a result of working with the social studies program?	YES NO ?

VI. Finally, please complete these statements.

To assist in my social studies program, the following would be helpful to me:

1. Inservice on topics of _____

_____

_____

2. Materials on topics of _____

_____

_____

3. Other aids _____

_____

_____

Note that the open-ended sentences at the conclusion of the form can provide direction for planning inservice and local curriculum development.

In addition to surveys given to teachers, the social studies program can be monitored and evaluated through school and classroom observation, and interaction among staff. Parent and student reactions can provide additional program information. In addition, consultants from outside the district can be employed to evaluate a social studies program.

C. EVALUATION OF STUDENT PROGRESS

Pre-testing for diagnostic purposes should be introduced at the beginning of the school year. The results of the pre-test can be used to gauge group strengths and weaknesses as well as to plan individual remedial and advanced programs of instruction where indicated by test results.

In like manner, post-testing of all students will indicate both group and individual progress or weakness and will enable teachers to make appropriate adjustments in emphases or teaching methods.

General suggestions to consider when planning local evaluation methods and tools are as follows:

1. Evaluation must be based on predetermined goals.
2. Test what is taught.
3. Content, concept, skill, and attitude outcomes are expected in the social studies program. Evaluation must reflect these concerns.
4. Testing can serve a diagnostic function.

5. Pre- and post-testing allows measurement of growth.

6. Some testing and evaluation should be done with other than paper and pencil means. Alternatives include:

   - observation
   - conferencing
   - surveys and questionnaires
   - diaries/logs
   - discussion
   - simulation/gaming
   - children's writing - expository and creative
   - children's sharing/reporting
   - children's project work
   - creative problem solving
   - spontaneous classroom situations and routines

7. While attitudes and areas such as citizenship are extremely difficult to measure, we must continue to search for effective ways to accomplish such evaluation.

For additional assistance with testing and evaluation consider an excellent and comprehensive series on program evaluation developed at the Center for the Study of Evaluation, University of California, Los Angeles[3]:

Program Evaluation Kit - 8 booklets:

- Evaluation Handbook
- How to Deal with Goals and Objectives
- How to Design a Program Evaluation
- How to Measure Program Implementation
- How to Measure Achievement
- How to Measure Attitudes
- How to Calculate Statistics
- How to Present an Evaluation Report

The individual classroom climate is critical to the children's development of healthy attitudes toward citizenship. Supervisors might explore with teachers the use of the following classroom checklist. On a voluntary basis teachers might be encouraged to use this checklist in their classes and to make their own analyses of the results.

CLASSROOM CLIMATE CHECKLIST FOR ELEMENTARY STUDENTS[4]

This is not a test. The questions are to find out what your classroom is like. Each sentence is meant to describe your classroom. If you agree with the sentence, circle YES. If you do not agree with the sentence, circle NO. If you are not sure, circle, NOT SURE.

EXAMPLE — CIRCLE YOUR ANSWER

1. Most children in school are good friends. — YES NO NOT SURE

If you think that most children in the school are good friends circle the YES like this:

1. Most children in the school are good friends. — (YES) NO NOT SURE

If you do not think that most children in the school are good friends, circle NO like this:

1. Most children in the school are good friends. — YES (NO) NOT SURE

If you are not sure that most children in the school are good friends, circle NOT SURE like this:

1. Most children in the school are good friends. — YES NO (NOT SURE)

CIRCLE YOUR ANSWER

1. Children in my class are not afraid to ask for help. — YES NO NOT SURE
2. Most pupils in my school know who the principal is. — YES NO NOT SURE
3. In my class, children know how they are supposed to behave. — YES NO NOT SURE
4. My teacher asks us how we feel about things. — YES NO NOT SURE
5. Many pupils in my class get to choose their own schoolwork. — YES NO NOT SURE
6. Children in my class obey the rules because they believe the rules are fair. — YES NO NOT SURE
7. Most pupils in my class like each other. — YES NO NOT SURE
8. Children in my class know the difference between right and wrong. — YES NO NOT SURE

CIRCLE YOUR ANSWER

9. My teacher wants us to tell how we feel about things. YES NO NOT SURE

10. Children in my class argue a lot. YES NO NOT SURE

11. Many children in my class like to work together. YES NO NOT SURE

12. Most of the pupils in my class want to do better work than their friends. YES NO NOT SURE

13. Children in my class never complain about things to the teacher. YES NO NOT SURE

14. Most of the time, our teacher is too busy to see children about their problems. YES NO NOT SURE

ANALYZING THE RESULTS

The Classroom Climate Checklist Key relates specific citizenship competencies to items on the climate checklists. Using these, the teacher can analyze target areas for making the classroom a more productive environment in which students can develop competency in the seven basic areas.

CLASSROOM CLIMATE CHECKLIST KEY[5]

BASIC CITIZENSHIP COMPETENCIES	RELATED CHECKLIST ITEMS
Acquiring Information	1, 2
Assessing Involvement	3, 4
Making Decisions	5, 6
Making Judgments	7, 8
Communicating	9, 10
Cooperating	11, 12
Promoting Interests	13, 14

D. PARENTAL INVOLVEMENT

The social studies teacher has an important function in helping parents to understand the nature of the social studies program, its role in the total curriculum and the philosophy and methodology of the program.

An important first step would be a letter to parents

- detailing the spirit and direction of the revised syllabus
- explaining the developmental, sequential nature of the social studies
- illustrating the skills, concepts, and content understandings approach of the guide

The following letter is offered as an example.

****

Dear Parent or Guardian:

Your child will begin to experience a social studies program which has a spirit and direction which we would like to share and discuss with you.

Although the content of the revised K-6 syllabus remains generally the same as previously studied there are a number of new emphases and some changes. The program places importance upon the development of the child as

- an active self-directed learner
- a unique individual with identity and self-esteem
- a participating citizen in a democratic school environment
- a lifelong learner

The syllabus stresses the learning of ideas and skills in a balanced program. The content of each area of study is introduced, not as a body of facts to be learned for their own sake, but as material chosen purposefully to develop and reinforce the skills and big ideas of social studies. Children will learn to find, analyze, and weigh evidence. They will act as decision-makers and problem solvers.

The learning principles behind this syllabus are not all new. We have known for a long time that children learn by doing, and that they remember best what they discover for themselves. We have known that understandings, concepts, and skills are built from real world experiences and are made deeper and stronger through activities that repeatedly involve the learner in similar but more complex understandings, concepts, and skills.

We are enthusiastic about our social studies program and welcome your questions and comments. We are planning a meeting on _____ at _____. We hope you will be able to attend.

Thank you.

Sincerely,

****

A follow-up meeting with parents, featuring a panel discussion and demonstration lessons to indicate the nature and role of social studies and the philosophy and methodology of the social studies program might be a good second step. The local PTA might organize follow-up programs along these lines.

Some parents who have a special interest in social studies might be asked to become an advisory group for helping to provide broader community activities to carry out the program. Parents with background experience or interest in social studies areas such as economics, political science, area studies, foreign languages, human relations, or reading improvement could become valuable mentors for individual pupils doing advanced work or needing remedial help.

E. COMMUNITY INVOLVEMENT

Community involvement in social studies programs is a two-way street. Parents, community leaders, professionals, and representatives of many vocations, specialists in social studies fields, and representatives of other cultural groups are often willing to share their expertise with school groups or to work with individual students.

Students should be encouraged to view the community as a learning laboratory; here they can experience first-hand those understandings, concepts and skills which they learn in theory in school. Field trips, apprenticeships, "shadowing," and research assignments all are desirable and possible, even with the youngest of children. Such activities as an oral history study of a local industry or apprenticeships with local artists or artisans not only serve as good learning experiences for students but as fine liaison efforts between the community and the social studies program of the school.[6]

In addition to a meeting with parents, you might conduct a series of seminars, town meetings, or festival type programs within the continuing education program of the school district which correlate with and extend the social studies of the children. For instance, a local history, slide-lecture presentation and a "meet the candidates night" could be helpful for both parents and children in the 4th grade program. The 6th grade study of the Middle-East, Western and Eastern Europe could become the focus for ethnic culture nights, featuring dances, constumes, and foods of many of the national groups of these areas.

Seminars in such social sciences as anthropology, sociology, economics, psychology, archeology, etc., could bring together university personnel, teachers, and parents to discuss the implications for citizens of research in these fields. You might form a social studies advisory council composed of parents who attend these seminars. This advisory group could be of considerable help to the staff in setting goals and building units, projects, and experiences appropriate to local interests and needs. The advisory group could also play an active role in the inservice preparation of teachers and the selection and implementation of continuing education program in the social studies.

> "As a community institution local schools provide a proximate and readily accessible arena for civic activity by adults who particpate in school-related elections, in PTA-type organizations and the like. Such activity can affect parent-child relations in ways important to the child's citizenship development. For example, by serving as an officer in a PTA-type organization a parent is modelling civic activity and involvement for his or her offspring. Similarly, by taking part in activities aimed at changing a school policy parents may be indirectly or directly teaching their children about methods of influence available to citizens."[7]
>
> .....
>
> "Thus, in addition to schools, the community plays an important role in the process of citizen development. Key elements of the community such as business and labor, voluntary organizations, religious organizations and the family are settings where individuals confront daily tasks and problems of citizenship. They are sources of knowledge, skills, attitudes and experiences we acquire as citizens. Taken together, these sectors, along with the schools, represent the institutional ecology of citizen development today."[8]

VI. SUMMARY

The role of the supervisor is critical to the development and implementation of a social studies program. Without administrative leadership, necessary program elements will be left to chance. Haphazard, fragmented social studies education will be inevitable. The direction of social studies in New York State in coming decades will depend largely on the capabilities and commitment of social studies supervisors as instructional leaders.

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FOOTNOTES

[1]National Council for the Social Studies, Social Studies Curriculum Guidelines, Washington, DC: NCSS, 1979. (Permission to duplicate granted by the National Council for the Social Studies.)

[2]Catalogue of Federal Education Assistance Program, Washington, DC, Annual Printing, for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

[3]Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212.

[4]Adapted from the "School Climate Checklist for Elementary Students," Basic Citizenship Competencies Project, Mershon Center and Social Science Education Consortium.

[5]Adapted from the "School Climate Checklist for Elementary Students," Basic Citizenship Competencies Project, Mershon Center and Social Science Education Consortium.

[6]Localizing Oral History, the State Education Department, Office of State History, 1969.

[7]Principals and Citizenship Education, Citizenship Development Program, Mershon Center, Ohio State University and the Social Science Education Consortium, Boulder, Colorado, 1979.

[8]Richard C. Remy, Handbook of Basic Citizenship Competencies, ASCD, 1979.